

ETS School Leaders Licensure Assessment (SLLA) Test Review

April 20, 2018

Agenda

EPSB Welcome/Introductions

Overview of the test and development process

45 minutes

Review of SLLA Form

60 minutes

Discussion

Score Review and Discussion

30 minutes

General Q & A and Wrapup

15 minutes

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Praxis School Leader Licensure Assessment: Development Details

Primary Consideration for updating the SLLA Test

- The Professional Standards for Educational Leaders (PSEL) 2015
- The National Educational Leadership Preparation (NELP) standards

Framework Development Process

Local Framework Committee - Drafted the knowledge and skills statements (framework/specifications)

Job analysis survey

Review survey results

National Advisory Committee (NAC)

National Survey of full test specifications

Committee Members

Various Educational Leadership Positions

Professional Organizations (NASSP, CCSSO)
State Department Representatives
School Level Leaders (principals; Central office personnel)
District Level Leaders (superintendents)
University instructors

Diversity

Educational level
School setting
Years of experience
Geographic region
Gender
Ethnicity

What is New in the PSEL Standards

- Stronger, clearer emphasis on student learning and well-being
- Elevate the areas of EDLP work that were once not well understood or deemed less relevant but have since been shown to contribute to student learning.
- The standards recognize the central importance of human relationships not only in leadership work, but in teaching and student learning. They stress both academic rigor and support and care for student.
- The standards reflect a positive approach to leadership- emphasizing development and strength, and focus on human potential.
- The standards adopt a future-oriented perspective--- continuing to transform EDLP leaders, challenge policy makers and higher education organizations to strive for a better future.

NELP Standards


- Aligned to the PSEL standards
- A primary purpose is for reviewing educational leadership programs through the Council for the Accreditation of Educator Preparation (CAEP) advanced program review process.
- Provides specificity around performance expectations for beginning level building and district leaders.
- Developed specifically with the principalship and the superintendency in mind
 - One set of standards for candidates preparing to become principals
 - A second set of standards for candidates seeking to become superintendents.

Side-by-Side Comparison

PSEL Standards	Revised SLLA Domains	NELP Standards
I. Mission, Vision, and Core Values X. School Improvement	I. Strategic Leadership	I. Mission, Vision, and improvement
IV. Curriculum, Instruction, and Assessment	II. Instructional Leadership	IV. Learning and Instruction
III. Equity and Cultural Responsiveness VII. Professional Community for Teachers and Staff V. Community of Care and Support for Students	III. Climate and Cultural Leadership	III. Equity, Inclusiveness and Cultural Responsiveness
II. Ethics and Professional Norms	IV. Ethical Leadership	II. Ethics and Professional Norms
IX. Operations and Management VI. Professional Capacity of School Personnel	V. Organizational Leadership	IX. Operations and Management VII. Building Professional Capacity
VIII. Meaningful Engagement of Families and Community	VI. Community Engagement Leadership	V. Community and External Leadership

School Leader Licensure Assessment (6990)

Test at a Glance

Test Name	School Leader Licensure Assessment		
Test Code	6990		
Time	240 minutes		
Number of Questions	Section I: 120 selected-response questions Section II: 4 constructed-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Strategic Leadership	20	13%
	II. Instructional Leadership	27	17%
	III. Climate and Cultural Leadership	22	13%
	IV. Ethical Leadership	19	12%
	V. Organizational Leadership	16	10%
	VI. Community Engagement Leadership	16	10%
	VII. Analysis Constructed Response (CR)	4	25%

CONTENT CATEGORIES DESCRIPTIONS

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Strategic Leadership

A. Mission, vision, goals, and core values

A school leader

1. Understands how to develop an educational mission for the school to promote the academic success and well-being of each student
2. Understands how to analyze multiple sources of data about current practice before developing or revising the mission, vision, and goals
 - a. Selects appropriate school goals that are aligned with district goals and based on data
 - b. Evaluates if the current mission, vision, and goals are appropriate
3. Understands how to implement a vision and goals that reflect core values and are created with challenging and measureable expectations for all students and educators
 - a. Determines if expectations are measurable, rigorous, and connected to the vision and goals
 - b. Develops goals that are specific

B. Shared commitments to implement the vision and goals

A school leader

1. Understands how to engage staff and community members with diverse perspectives in implementing the vision and achieving goals
 - a. Identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
2. Knows how to develop shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies to achieve the vision and goals
 - a. Builds consensus
 - b. Develops a plan to delegate responsibilities
3. Knows how to determine and implement effective strategies to evaluate progress toward the vision and goals



Multi-State Standard Setting Process

MSSS Participation

20 states and Washington, D.C.

34 panelists

KY Panelists:

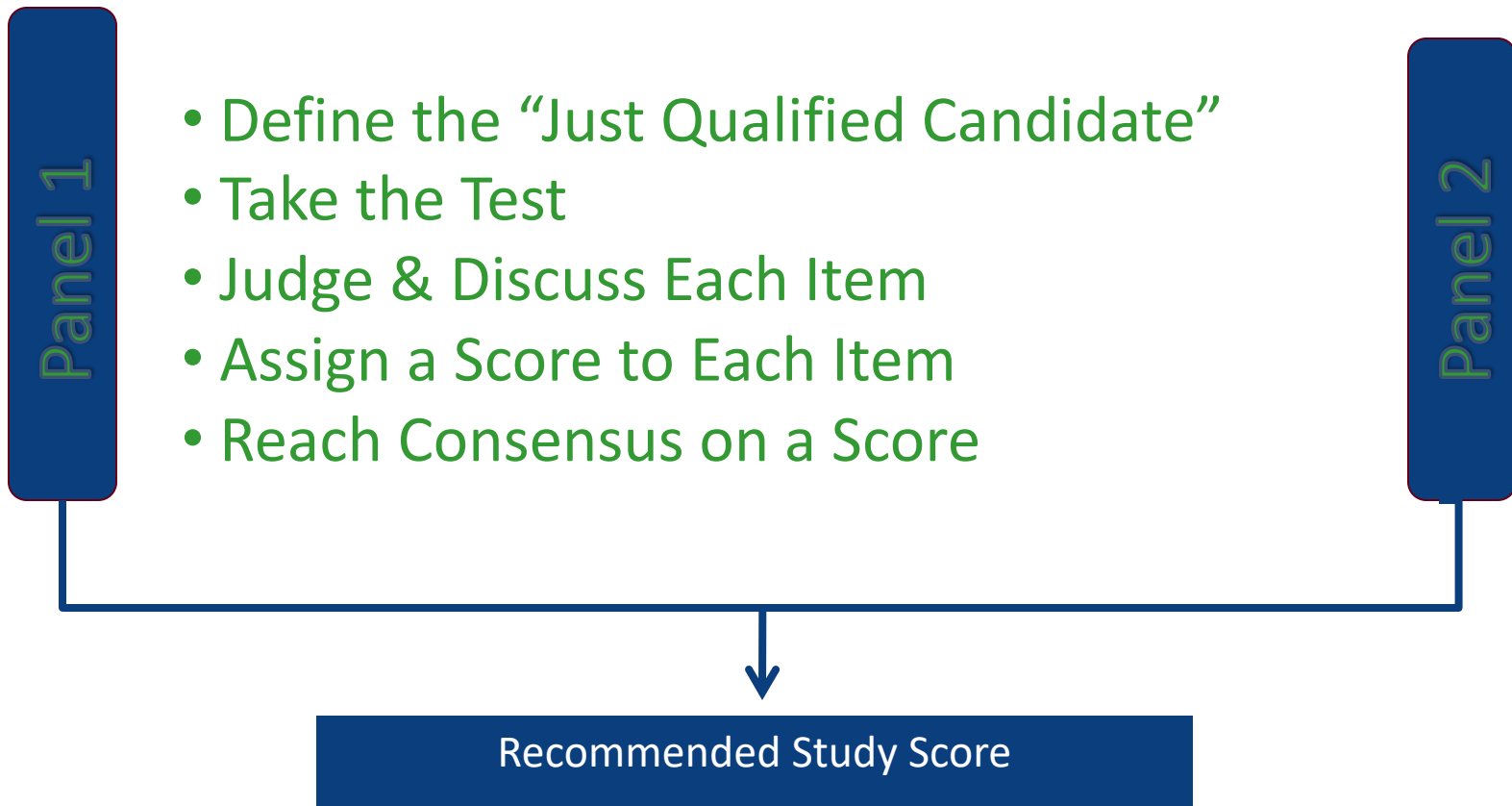
Carrie Ballinger

EKU

Harrie Buecker

University of Louisville

Multi-State Standard Setting Study



Multi-State Standard Setting Study

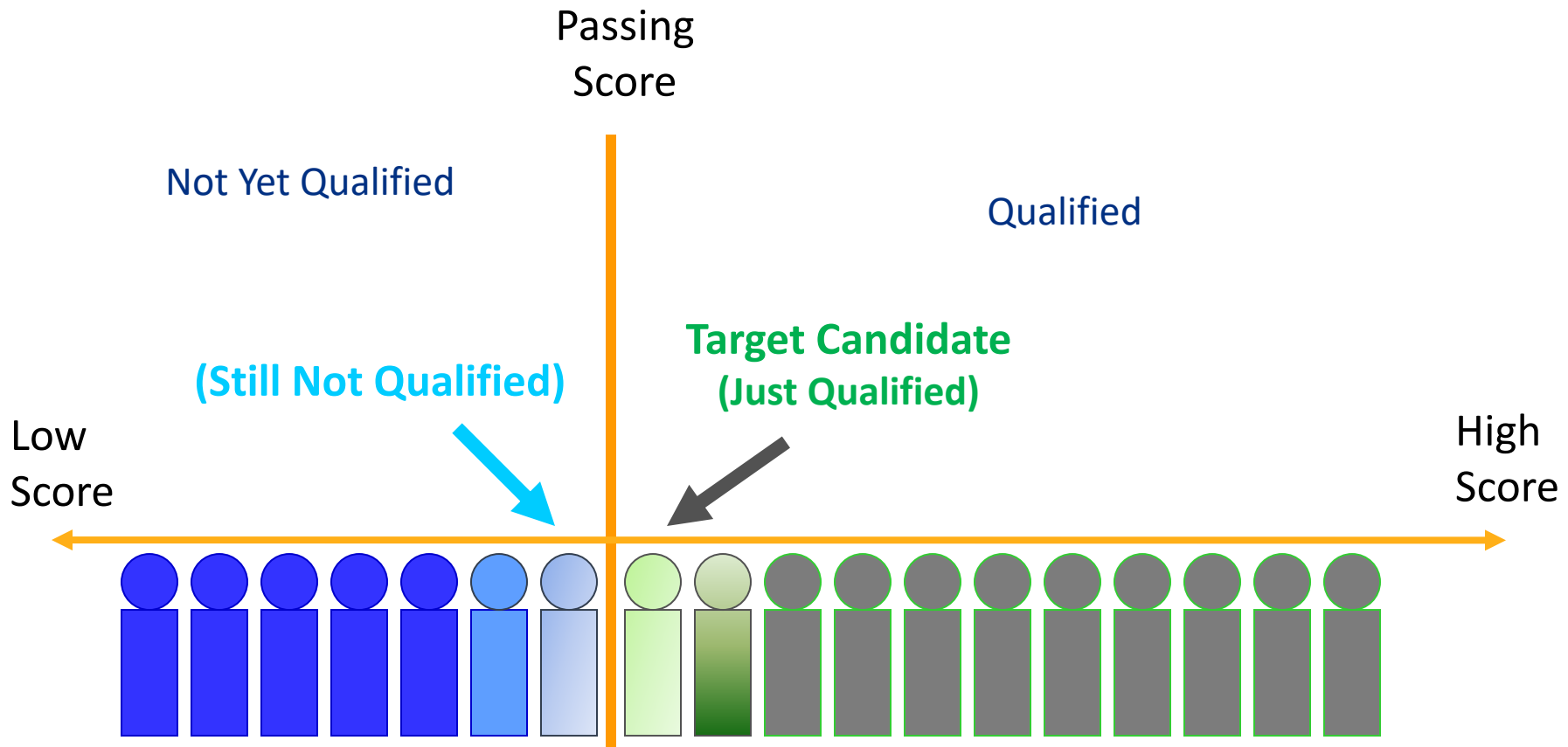
- Define the “Just Qualified Candidate”

See Appendix C for JQC

Recommended Study Score

Description of the just qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Standard Setting Judgments



Multi-State Standard Setting Study

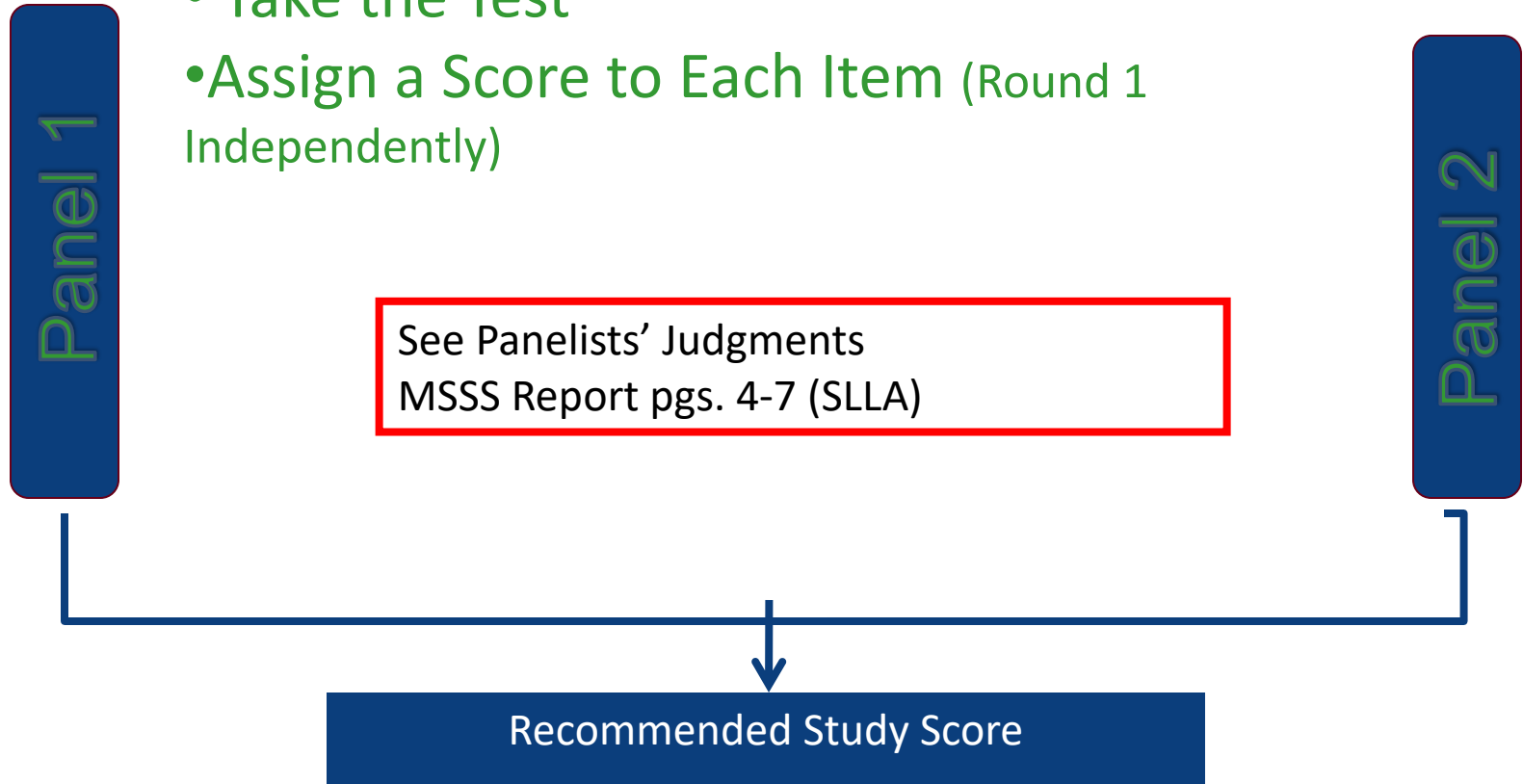
- Define the “Just Qualified Candidate”
- Take the Test

See Processes and Methods
MSSS Report pg 3

Recommended Study Score

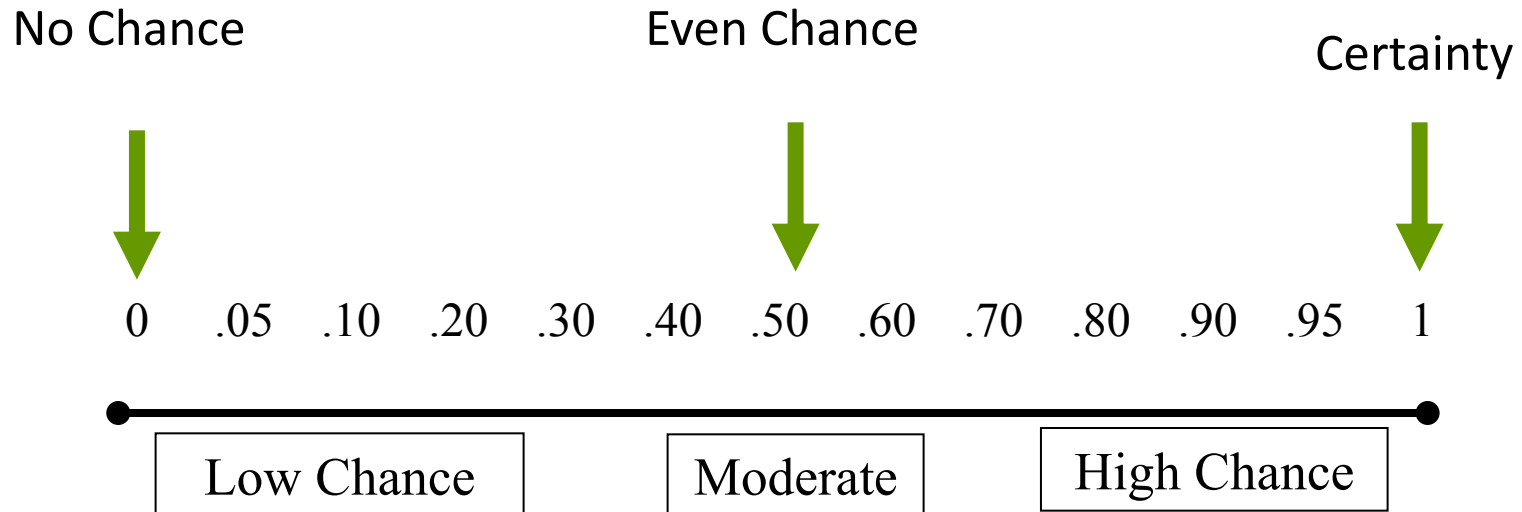
Multi-State Standard Setting Study

- Define the “Just Qualified Candidate”
- Take the Test
- Assign a Score to Each Item (Round 1 Independently)



Standard Setting Judgments Round 1 (Stage 1)

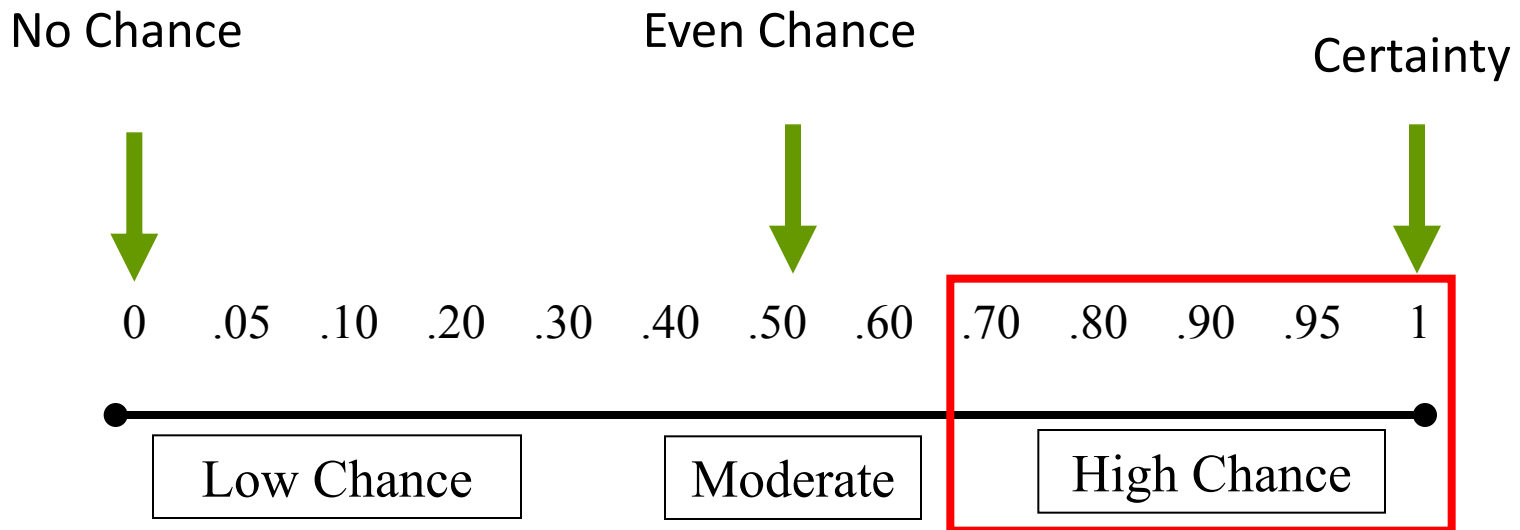
What is the likelihood (probability or chance) that a Just Qualified Candidate would answer the question correctly?
Stage 1



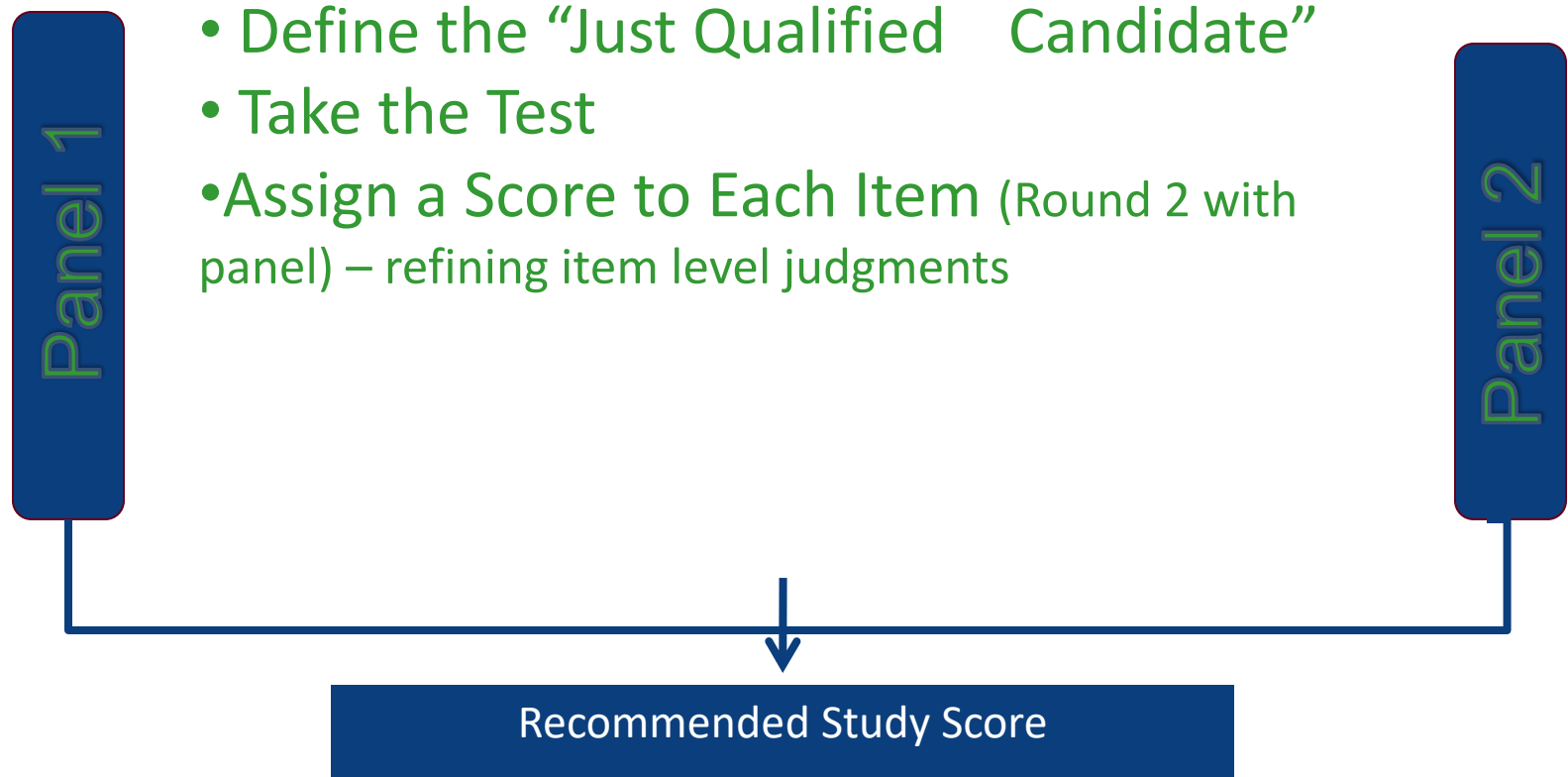
Note: Judgment is made for every test item (question)

Standard Setting Judgments Round 1 (Stage 2)

If the likelihood of a JQC answering correctly is high chance. Determine likelihood of answering the question correctly from .70 to 1 (Stage 2 refining within the range)

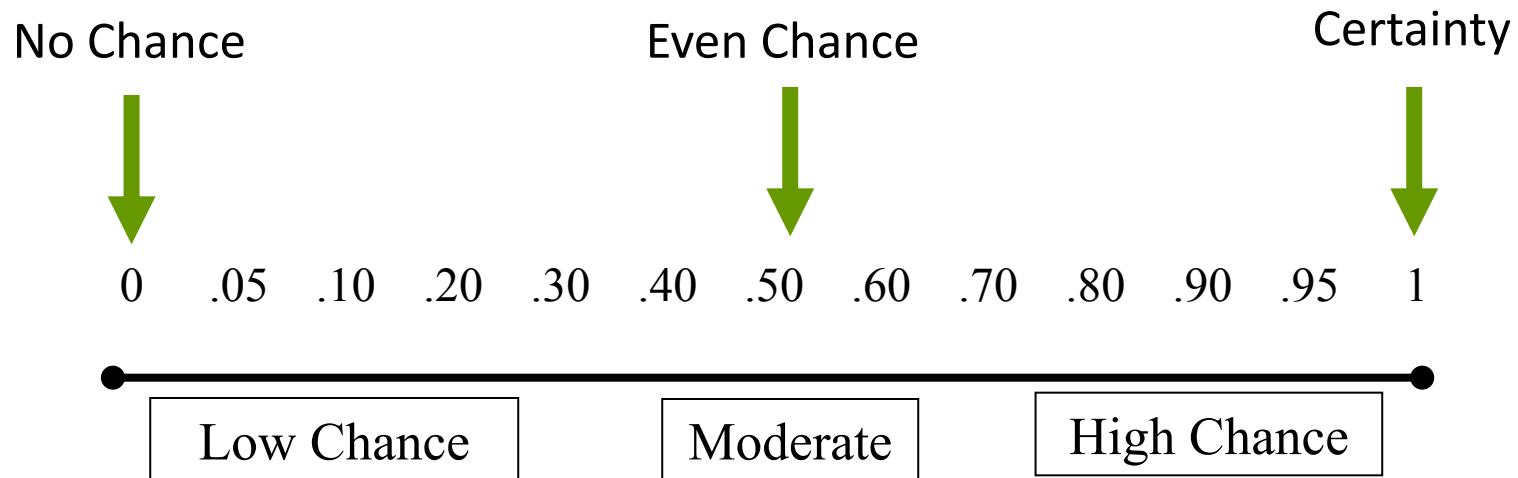


Multi-State Standard Setting Study



Standard Setting Judgments Round 2

- Panelist Discussion of Rationales
- Reconsideration of judgments based upon discussed rationales
- Record judgments in Round 2 ONLY for items when wish to change a Round 1 judgment.



Raw Score Determination

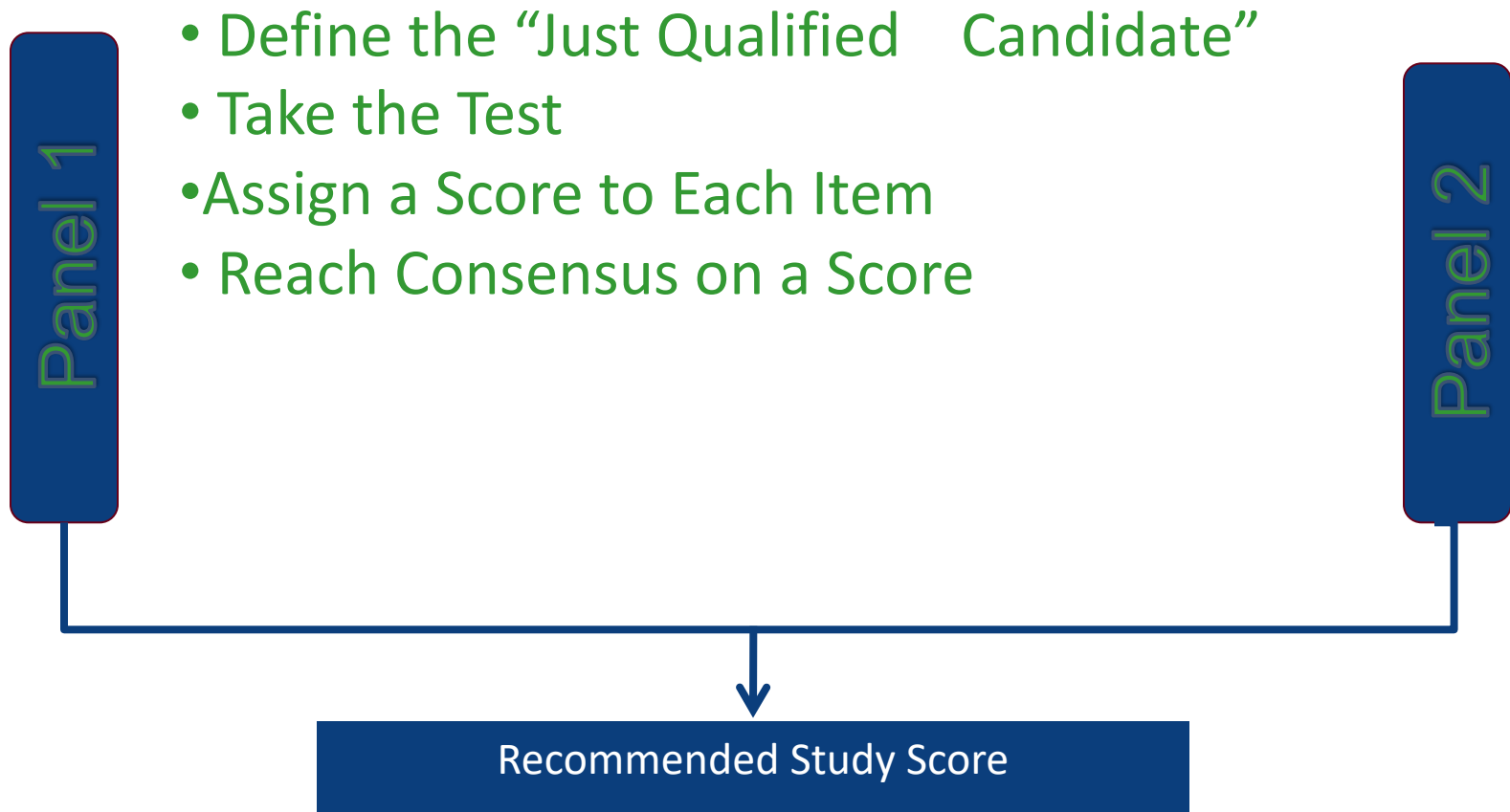
SLLA

Table D2
Passing Score Summary by Round of Judgments

Panelist	Panel 1		Panel 2	
	Round 1	Round 2	Round 1	Round 2
1	69.51	71.69	86.32	85.72
2	73.24	73.24	72.36	70.87
3	66.27	66.27	65.77	65.47
4	84.86	83.46	72.11	73.39
5	64.63	68.96	70.34	70.54
6	87.21	84.11	66.13	74.33
7	80.77	82.37	68.47	71.56
8	87.90	87.80	92.28	83.79
9	72.53	75.22	79.99	79.64
10	68.74	70.94	69.74	70.14
11	68.26	72.03	90.62	90.32
12	74.84	75.23	67.37	71.73
13	76.73	77.73	72.83	72.83
14	81.32	79.63	82.91	83.51
15	85.91	85.01	77.99	78.99
16	75.66	73.56	75.01	75.11
17	74.54	74.64	83.93	83.83
Average	76.06	76.58	76.13	76.58
Lowest	64.63	66.27	65.77	65.47
Highest	87.90	87.80	92.28	90.32
SD	7.49	6.19	8.51	6.87
SEJ	1.82	1.50	2.06	1.67

**See Passing Score Summary by
Round Judgments
MSSS Report Appendix D: Table D2**

Multi-State Standard Setting Study



Multi-State Standard Setting Study

Recommended Study Score



•Final Evaluations

Rating Standard Setting Training
Rating influential Factors
Rating Comfort with RSV

MSSS Report page 11 (SLLA)
Appendix D - Table D3 and Table D4

Panel 1

Panel 2

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Take the Test

Some logistics

**NONDISCLOSURE
POLICY
AND
RELEASE FORM**

**SUMMARY
NOTES/COMMENTS**

**PANELIST'S
COMMENT SHEET**

Discussion

Test Review Documents

Non-Disclosure Policy
& Release Form

To Presenter

Item Comment Sheet

To AD @ ETS

Notes/ General Comments
Sheet

To KY EPSB

Adopting a Passing Scaled Score

State licensing department/agency considers:

- Standard Study recommendations
- Available performance data
- Supply and demand issues
- Access to the profession
- Periodic reviews of their score
- Practitioner input into their decisions

SLLA

Information from MSSS Process

Recommended Passing Score		
	Raw Score	Scale Score Equivalent
Rec. Study Value	77	151
-2 CSEMs	66	140
-1 CSEMs	72	140
+1 CSEM	83	157
+2 CSEMs	89	163

Consensus

- The knowledge and skills reflected in the SLLA test content specifications are **Very Important, Important, Slightly Important, Not Important** for beginning level school leaders.
- I am **Very Comfortable, Comfortable, Slightly Comfortable, Not Comfortable** with the recommended study value from the MSSS.

Feedback comments may be recorded on the Gray sheet

Thank You!

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